



2019-2020 Charter School Program High Quality Replication Grant
COMPETITIVE GRANT Application Due 5:00 p.m. CT, April 30, 2019

NOGA ID

Authorizing Legislation

P.L. 114-95, ESEA, as amended by ESSA, Title IV, Part C; TEC, Chapter 12; TAC, Chapter 100, Subchapter AA

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. Applications cannot be emailed. Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701-1494

Grant period from

July 1, 2019 – August 31, 2020

☒ Pre-award costs are not permitted.

Application stamp-in date and time

RECEIVED
TEXAS EDUCATION AGENCY
2019 APR 30 PM 12:33
DOCUMENT CONTROL CENTER
GRANTS ADMINISTRATION

Required Attachments

1. Federal Definition of a Public Charter School
2. Documentation of Authorization to Charter
3. Board of Trustees Approval
4. Narrative Description from Superintendent

Amendment Number

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

Applicant Information

Organization CDN Vendor ID ESC DUNS
Address City ZIP Phone
Primary Contact Email Phone
Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name

Title

Email

Phone

Signature

Date

Grant Writer Name

Signature

Date

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

RFA # SAS #

2019-2020 Charter School Program High-Quality Replication

701-19-109-021

Shared Services Arrangements**X** SSAs are **not permitted** for this grant.**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Increased Academic Performance (Reading/Literacy) - Trinity Basin Preparatory serves primarily English Language Learners (over 60%) and the current 2018-2019 economically disadvantaged percentage exceeds 89%.	TBP's literacy improvement plan incorporates an internally developed program called Literacy For Life (Balanced Literacy). The Lit4Life program includes Library improvements designed to encourage students to read a variety of literature for information and personal enjoyment.
Increased Digital Learning	As it pertains to the Library: Furnish a flexible space with a wide and inclusive range of digital resources to support learning and teaching throughout the school and includes opportunities to check-out digital resources which includes lending out hot spots to support remote learning opportunities.
More opportunities and improved space to increase parent involvement designed to support/improve literacy.	Design and build the library space to be a place for collaborative learning that encourages increased parental involvement before, during, and after school in activities like "Early Riser Readers" providing an opportunity for shared reading with parents.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By August 31, 2020 the library will meet or exceed the highest ranking ("Distinguished") as defined by the TEA's School Library Programs: Standards and Guidelines for Texas (Herein referred to as "Library Standards") in each the following areas: 1) Special Programming and Events - Consistent program offerings scheduled 2) Collection Size - At least 15,000 print or 18 books per student whichever is greater, 3) 2,600 digital or 80% print/20% digital ratio, 4) Use of Resources - target of 70 materials checked out per student per year, 5) Technology devices per student seat in the library - 1:1 with multiple devices dedicated and always available for student use in the library, 6) All Furnishings are mobile, flexible, and functional enough for a variety of instructional and non-instructional uses.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

TBP's new school will open for the 2020/2021 school year and these benchmarks apply to the first quarter of 2020/2021:

- 1) Have at least one special program/event in the library (i.e.. book fair, literacy night, student literacy reading, early riser readers) in the first quarter.
- 2) Meet or exceed the collection size "Distinguished" ranking
- 3) Meet or exceed the digital collection size "Distinguished" ranking
- 4) Have an average YTD check-out rate per student of at least 10 items
- 5) Meet or exceed the "Distinguished" ranking for technology devices per student seat in the library.
- 6) The Library space will be furnished with items that are mobile, flexible, and functional to support a variety of instructional and non-instructional uses.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

TBP's new school will open for the 2020/2021 school year and these benchmarks apply to the second quarter of 2020/2021:

- 1) Have at least three special programs/events in the library (i.e.. book fair, literacy night, student literacy reading, early riser readers) in the second quarter.
- 4) Have an average YTD check-out rate per student of at least 25 items

Third-Quarter Benchmark

TBP's new school will open for the 2020/2021 school year and these benchmarks apply to the third quarter of 2020/2021:

- 1) Have at least five special programs/events in the library (i.e.. book fair, literacy night, student literacy reading, early riser readers) in the third quarter.
- 4) Have an average YTD check-out rate per student of at least 50 items

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

TBP's new school will open for the 2020/2021 school year. The SMART goals need to be completed as of August 31, 2020 so TBP's SMART goal for the grant expenditures is designed to be fulfilled by the August 31, 2020 deadline. TBP will work with the library vendor (Heart of America) to ensure all of the components of the SMART goal are met by August 31, 2020. Having completed over 400 library builds/renovations in the past 20+ years, Heart of America (HOA) is an expert in project management so there is little to no risk that the SMART goals will not be met as of August 31, 2020. During the course of the design/build library project, HOA will have periodic status updates with TBP to ensure the project time-line is being met. To help in that effort, TBP has a warehouse at one of its other school locations so all of the supplies (books, technology, etc.) and fixtures/furniture can be ordered, received, and warehoused prior to starting the library build-out. This will help ensure there are no delays with the project.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2019–2020 Charter School Program High-Quality Replication Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- ☒ 4. The applicant provides assurance that their financial accounting system adheres to the following requirements:
- accommodates the minimum 15-digit account code mandated by the FASRG;
 - generates information needed for PEIMS reporting; and
 - ensures adequate accountability of state and federal funds.
- If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
- ☒ 5. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by this grant program, will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the grant funds.
- ☒ 6. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.
- ☒ 7. According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the following definition. By signing Attachment #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements in the definition is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.
- ☒ 8. **Open-enrollment charter holders applying on behalf of a high-quality campus approved by the commissioner of education:** The applicant provides assurance that the existing charter, as approved by the applicable state authorizer (the SBOE or the commissioner of education), and the Application for High-Quality Campus Designation, under which the new charter school campus was approved by the commissioner of education, are incorporated by reference into this grant application and address statutory requirements in compliance with PL 114-95, Title IV, Part C, ESSA.
- ☐ 9. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that the campus charter school will:
- maintain documentation which clearly demonstrates the supplementary nature of these funds;
 - be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065;
 - be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2019-2020 school year; and
 - be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district. traditional campuses within the district.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your compliance.

- ☐ 10. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that, as per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), the local education agency (LEA) will not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.
- ☐ 11. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that the school district will:
- a. participate in the Texas Authorizer Leadership Academy (TALA) program;
 - b. review and adopt the Texas Education Agency's model Chapter 12, Subchapter C authorizer policies and charter application;
 - c. annually publish its authorizer policies;
 - d. submit its updated policies and charter application to TEA, along with the exact web address where this information is posted on the district's website, by October 1, 2019;
 - e. work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have its own independent board, separate and apart from the school district's board of trustees, to oversee management of the originating campus and its replication; and
 - f. work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have an Executive Director/Chief Executive Officer (CMO) who is responsible for management of the originating campus and its replication.

By certifying acceptance of and compliance with these provisions and assurances (11 a-f), the applicant further certifies that noncompliance with any of these provisions and assurances may result in forfeiture of participation in this grant program.

Statutory Requirements

1. Describe the roles and responsibilities of the eligible applicant, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.

Trinity Basin Preparatory (TBP) will contract with the Hearth of America (HOA) to design, build, furnish, and stock the library. TBP will be responsible for the oversight of the work performed by the Heart of America (HOA) and will ensure the SMART goals are met by August 31, 2020.

HOA is a national non-profit and for over 20 years they have designed, renovated, and reopened over 400 school libraries and other educational spaces across the U.S. They have distributed over 4 million books to a generation of over 1 million children and they've provided vital technology to revitalize libraries including desktop and laptop computers, e-readers, tablets, interactive white-boards, e-books, 3D printers, and much more. HOA will work with TBP staff and existing students to design and build a custom library created to optimize the available space in a way that inspires students to read and learn in the library. They will also work with TBP staff to ensure the above SMART Goals are met and also help maximize outcomes for each of the six major components of the Library Standards (referenced above) and listed here: Information Literacy, Inquiry, Reading, Digital Learning, Safe and Nurturing Environment, and Leadership.

2. Describe the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, such as a contract or performance agreement, how a school's performance in the state's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how TEA and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school.

Trinity Basin Preparatory has a Board of Trustees that oversees the academic and financial performance of the district which currently includes six schools. While the new school will operate under a new campus number, it will still be part of TBP and will be subject to all existing processes, procedures, and oversight that the existing schools follow. Trinity Basin Preparatory uses the Skyward system to help maintain and protect both student academic data and the district's financial information. Internal controls are built into all academic and financial processes. Expenditures are requisitioned in Skyward and require at least two additional levels of approval which occurs only after the requisition has been fully documented. Financial controls including the procurement process are reviewed annually by TBP's external auditors.

Academically TBP actively monitors campus performance through periodic campus based assessments particularly in reading and math. TBP has also increased the number of universal screenings that are performed annually to ensure students who need additional assistance are identified and additional resources are provided.

3. Describe how the autonomy and flexibility granted to the proposed charter school campus is consistent with the definition of a charter school in Section 4310, including how the proposed charter school campus will have a high degree of autonomy over budget and operations and personnel decisions. Include a detailed description of the ways in which the proposed charter school campus will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. For a charter school campus authorized by the local board of trustees pursuant to TEC, Chapter 12, Subchapter C, describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the school district.

Trinity Basin Preparatory has been operating as a charter school since it opened the first school location in 1999. The proposed new charter school will operate as a TBP school using the same curriculum, supports, and administrative staff. TBP administration will help to ensure the new campus leadership have the needed support to operate autonomously on a day to day basis while monitoring the campus activities to ensure it follows the same curriculum, policies, procedures, and operating norms. All things academic will be guided by the Chief Academic Officer who reports to TBP's Chief Executive Officer (CEO) and campus budget requirements will be managed and monitored by TBP's Chief Financial Officer who also reports to the CEO.

Statutory Requirements

4. Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school campus.

Trinity Basin Preparatory (TBP) regularly surveys its current parents both to learn about opportunities for improvement and to solicit input for expanding services and desired extra curricular activities for students (i.e.. tutoring, sports, arts, music, after and before school programming, summer learning opportunities, etc.). SurveyMonkey is the tool that TBP uses to quickly and efficiently survey parents. TBP will use SurveyMonkey to engage parents at the new campus. The input from parents will be used to create a short and long-term plan for the campus extra-curricular activities and services to help meet various family needs (ESL, GED, food, clothing, etc.). TBP will also engage members of the community primarily via the local Chamber of Commerce. Using the Chamber to help gather information about the specific needs of the broader community and the services that are provided by local non-profit and for-profit businesses will streamline the process to find partnering organizations that will help TBP meet the various needs of the families attending the new school. Partnering with other organizations in the community to leverage TBP's efforts during the first few years of operation will have an immediate positive impact on the families who attend the new school which in turn will help support positive learning outcomes for the students.

5. Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed high-quality charter school campus, and how the eligible applicant will maintain financial sustainability after the end of the grant period.

Trinity Basin Preparatory currently has six schools serving over 3,500 students. The new school will eventually accommodate 900 students. During the first year of operation the school will operate at a deficit, but that is budgeted within the district's overall spending plan (District Budget). The District Budget is approved annually by the Board and at each Board meeting year-to-date actual to budget financial statements are reviewed. By the second year of operation the school will be able to sustain itself financially and it will also benefit from additional financial support provided as needed by the district to help ensure it is achieving all of its academic goals.

The expenditures of the grant funds will create a library space that not only meets the needs of the students, but it will achieve a much higher standard of service than any of TBP's existing school libraries. The new library will inspire students to read and learn in the library. HOA will be contracted to design and build out the space with the right furniture, fixtures, equipment, and supplies to ensure the SMART goals outlined previously can be efficiently met by August 31, 2020. The proposed HOA budget for the library expenditures includes the following: Furniture, Fixtures, Equipment - \$125,000; Flooring, Paint, Literary Wall Art, Other - \$50,000, Literature (various media) - \$100,000, Technology - \$100,000, Design/Build Services - \$50,000.

6. Describe how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate the proposed charter school campus.

The parental engagement strategies shown to have the greatest impact on achievement are setting high expectations and shared reading. This is particularly important with our current student body which is majority English Language Learners. HOA will design the library space to be flexible in part to support parental engagement opportunities like Early Riser Readers (parent/student reading before school), Literacy Nights, and other shared reading opportunities. TBP will also incorporate parental input to deliver relevant engagement opportunities. Engagement initiatives will only be successful if they appeal to parents and address issues that they feel are pertinent. As noted previously TBP will build partnerships with community organizations to help support the student body and their families with needed social services, learning opportunities, and academic growth initiatives designed to provide experiential learning that can augment classroom curriculum. TBP's District Parent Liaison will help support engagement opportunities by helping coordinate the scheduling, space accommodations, personnel, and budgeted funding that is needed to help support campus engagement activities.

Statutory Requirements

7. Describe the eligible applicant's plan for meeting the transportation needs of the students at the proposed charter school campus.

Trinity Basin Preparatory currently has six locations serving over 3,500 students in grades PK3 to 8th. As a school of choice, parents and/or legal guardians are responsible for all transportation to and from school. TBP provides transportation during the school day as necessary for things like field trips, but TBP does not currently have plans to provide transportation to and from its schools.

8. Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

TBP does not anticipate seeking any additional waivers for any Federal, state, or local statutory or regulatory provisions or rules applicable to the new school.

TEC, Subchapter C, Campus Charter Schools, must address the following requirement (#9):

9. Describe the educational program of the existing high-quality charter school that the district has partnered with at the proposed charter school campus, including a) how the program will enable all students to meet challenging state student academic achievement standards; b) the grade levels or ages of children to be served; and c) the curriculum and instructional practices to be used. Provide reference to relevant program-related attachments, including page numbers, where necessary.

TBP is not a Subchapter C Charter School so this is N/A

Statutory Requirements**TEC, Subchapter C, Campus Charter Schools, must address the following requirements listed below (#10 - #13):**

10. Describe how the district authorizer will monitor the proposed charter school campus in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners. Provide reference to relevant program-related attachments, including page numbers, where necessary.

TBP is not a Subchapter C Charter School so this is N/A

11. Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit that is separate and apart from the district's annual financial audit. Provide reference to relevant program-related attachments, including page numbers, where necessary.

TBP is not a Subchapter C Charter School so this is N/A

12. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in public education information systems (PEIMS). Provide reference to relevant program-related attachments, including page numbers, where necessary.

TBP is not a Subchapter C Charter School so this is N/A

13. Describe the manner in which the district will flow other federal and state funds to the proposed charter school campus. Describe the timelines for flowing the federal and state funds to the campus that will ensure students are promptly receiving the benefit of services that appropriate federal and state funds can provide. Provide reference to relevant program-related attachments, including page numbers, where necessary.

TBP is not a Subchapter C Charter School so this is N/A

TEA Program Requirements

1. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2019–2020.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
State-Authorized																
Not Applicable - No students will be served during the 2019–2020 school year. <input checked="" type="checkbox"/>																
Total Staff	0	Total Parents	0	Total Families	0	Total Campuses										0

2. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2020–2021.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
State-Authorized	80	40	40	40	40			40							280	
Total Staff	30	Total Parents	400	Total Families	250	Total Campuses										1

3. Provide the number of students to be served in 2019–2020 who would otherwise attend a school identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
State-Authorized																
Not Applicable - No students will be served during the 2019–2020 school year. <input checked="" type="checkbox"/>																
Total Staff		Total Parents		Total Families		Total Campuses										

4. Provide the names and nine-digit county/district/campus numbers of the campuses identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school that you will be impacting as described above. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

#	District Name	Campus Name	9 Digit CDC Number
1.			
2.			
3.			
4.			
5.			
6.			
Not Applicable - No students will be served during the 2019–2020 school year. <input checked="" type="checkbox"/>			

5. **TEC, Subchapter C, Campus Charter Schools (check all that apply):**

- ☐ a. The school district is currently participating in the Texas Authorizer Leadership Academy (TALA) and/or the System of Great Schools (SGS) Network.
- ☐ b. The school district board of trustees will establish a separate, independent operator board to oversee charter school replication activities within the district.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

☒ PNP Equitable Services **does not apply** to this grant.

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Total Planning Activity Costs (refinement of the desired educational results and the methods for measuring progress toward achieving those results and professional development of teachers and other staff who will work in the charter school)

0

Total Implementation Activity Costs (informing the community about the school, acquiring necessary equipment and educational materials and supplies, acquiring or developing curriculum materials, and other initial operational costs that cannot be met from state or local sources)

\$400,000

Total Planning Activity Costs + Total Implementation Activity Costs
(This amount should match TOTAL BUDGET REQUEST)

\$400,000

PAYROLL COSTS (6100)**BUDGET**

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Heart of America - Design, Build, Furnish, Equip, and Stock	\$400,000

SUPPLIES AND MATERIALS (6300)

OTHER OPERATING COSTS (6400)

CAPITAL OUTLAY (6600)

TOTAL BUDGET REQUEST \$400,000